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ABSTRACT

A study was conducted of participants in employer- and employee-initiated customized training (CT) provided by the Minnesota Technical Colleges to profile their employment backgrounds, education and training experiences, and reasons for participation. The study was based on a random sample of 2,309 customized training participants enrolled in 1 of 6 Minnesota technical colleges during the 1992-93 academic year. Study findings, based on a 58% response rate, included the following: (1) more than half of all participants were over the age of 40; (2) 54% were female; (3) 29% had a bachelor's degree or higher; (4) while 10% of the CT participants in employer-initiated programs already held a degree, diploma, or certificate from a Minnesota technical college, 23% of this group held a 1- or 2-year formal award from another type of institution; (5) 94% were currently employed, with a median of 7 years experience with their current employer; (6) 80% reported using only one form of technical college training; (7) employer-initiated training participants were much more likely to have their coursework partially financed by their employers than employee-initiated participants; (8) while employers provided training for many reasons, improving procedures and meeting regulatory requirements were the most commonly cited; (9) a high proportion of participants took "soft" skills courses; e.g., communication skills and managerial/supervisor training; (10) more than 75% planned to upgrade their skills rather than change careers; and (11) 84% planned to seek additional training in 1994-95, and nearly one-third of these planned to receive their education from a college or university. The survey instrument is attached. (KP)

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ED 380 168

A PROFILE OF MINNESOTA TECHNICAL COLLEGE CUSTOMIZED TRAINING PARTICIPANTS

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Prepared by:
Human Capital Research Corporation
February 1, 1995

JC 950 154

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Introduction

Nearly a decade ago, Minnesota's technical colleges began to offer courses tailored to meet the specific needs of Minnesota businesses and industries. Collectively, these courses are called "Customized Training," and are composed of "Employer-Initiated" and "Employee-Initiated" training. Employer-Initiated training typically begins with an employer contacting a technical college Customized Training representative, who will help determine organizational needs, design appropriate interventions, and manage the training process for the employer's organization. Employee-Initiated courses, in contrast, are developed in response to technical college research concerning the needs of the Minnesota labor market. These courses are open to the public, held on campus, and serve students who seek specific instruction to meet their occupational training needs.

Customized Training has elevated the Minnesota Technical College System to become the largest public provider of business training and development programs in the State. Last year alone, more than 2,000 public and private organizations contracted with Minnesota's technical colleges to design and deliver Employer-Initiated training. Together, Employer- and Employee-Initiated training delivered over 150,000 hours of instruction in 1994. This growing responsibility has positioned the Minnesota Technical College System as a state leader for increasing state-wide productivity and developing a highly trained workforce.

To better understand the role of Customized Training and the characteristics of the training recipients, the Minnesota State Board of Technical Colleges commissioned two research projects. The first study, entitled *Minnesota Customized Training: Who is Being Served and What Role Does Customized Training Play*, was produced at the end of 1994 and provides information about the businesses and agencies that use Employer-Initiated Customized Training. This *Profile* report complements that first study, and analyzes Employer- and Employee-Initiated Customized Training recipients -- their employment backgrounds, their education and training experiences, and the reasons why they participate in technical college Customized Training.

This study was based on a randomly drawn sample of 2309 Customized Training participants who were enrolled in one of six Minnesota technical colleges (Alexandria, Anoka, Duluth, Hennepin, Riverland and Southwest) during the 1992-93 academic year. The survey achieved a 58 percent response rate.

Overview

CUSTOMIZED TRAINING PARTICIPANT CHARACTERISTICS

Customized Training participants are older than technical college students enrolled in "for-credit" courses: One half of all participants are over age forty.

Sixty percent of Customized Training participants have already earned a formal college award, which is considerably higher than the Minnesota's statewide 35 percent average.

Ninety-four percent of all Customized Training participants are employed, with a median seven years of experience with their current employer.

TRAINING ISSUES

Nearly 80 percent of all Customized training participants use only one form of technical college training; over 96 percent of all Customized Training participants are satisfied with their training.

Eighty-three percent of all Employer-Initiated training participants and 43 percent of all Employee-Initiated participants have their coursework at least partially funded by their employers.

Safety training, communication skills, and computer related training are the three most common subjects of employer sponsored training in the six institutions sampled in this study.

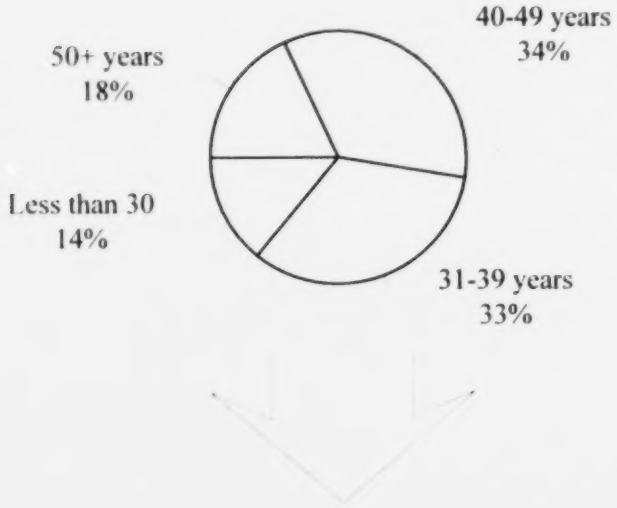
Eighty-four percent of all Customized Training participants plan to seek additional training during 1995. Of those who plan to seek training at a college, Minnesota technical colleges represent the most popular option.

Age

Customized Training participants are substantially older than credit-seeking technical college students, with more than half of all participants over the age of 40 -- compared to 30 percent of all independent technical college students enrolled in credit-based courses.* While 45 percent of all Customized Training participants are male and 54 percent are female, this ratio shifts when looking at specific programs: The majority of Employer-Initiated course participants are men, and the majority of Employee-Initiated course participants are women.

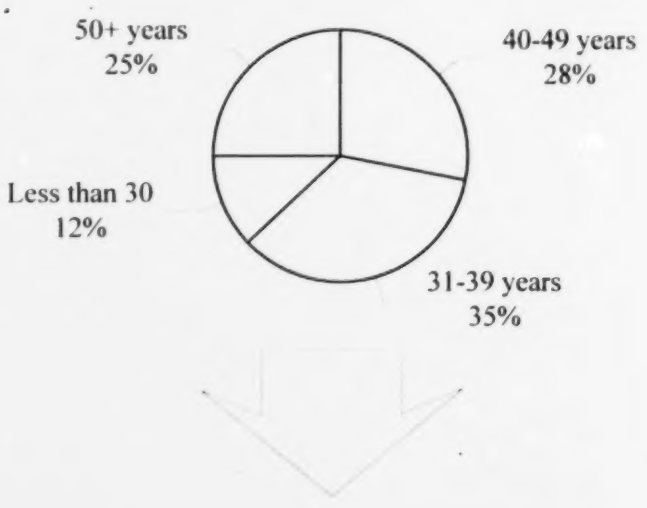
Age Distribution for Customized Training Participants

EMPLOYER-INITIATED



Male: 53%
Female: 47%
Median Age: 40

EMPLOYEE-INITIATED



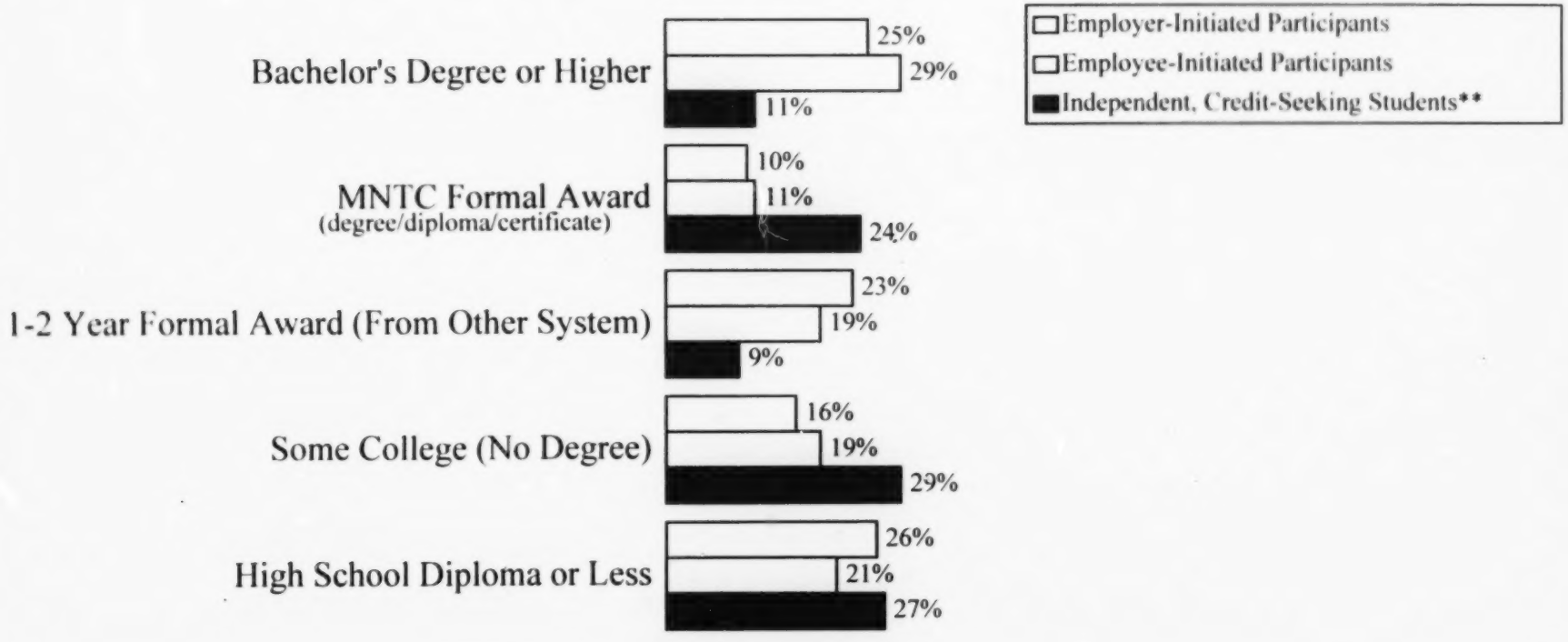
Male: 38%
Female: 62%
Median Age: 41

* Independent students are students age 24 or older or students who are deemed financially self-sufficient; Credit-Based students are those students who are enrolled in technical college classes (other than Customized Training) and are attempting to earn college credit

Education Attainment

Sixty percent of all Customized Training students have already earned a formal college award, and 27 percent have a Bachelor's degree or higher. This relatively high proportion of participants with formal awards is higher than the Minnesota average (35 percent with a formal award; 25 percent with a Bachelor's degree or higher).* As the labor force continues to age, we can expect the share of laborforce participants with post-secondary degrees to increase. As Customized Training instructors and coordinators continue to develop new training opportunities, it will be increasingly important to use and adapt sophisticated training technologies and techniques appropriate for this older, more experienced and better educated population.

Participants' Educational Attainment Prior to Attendance

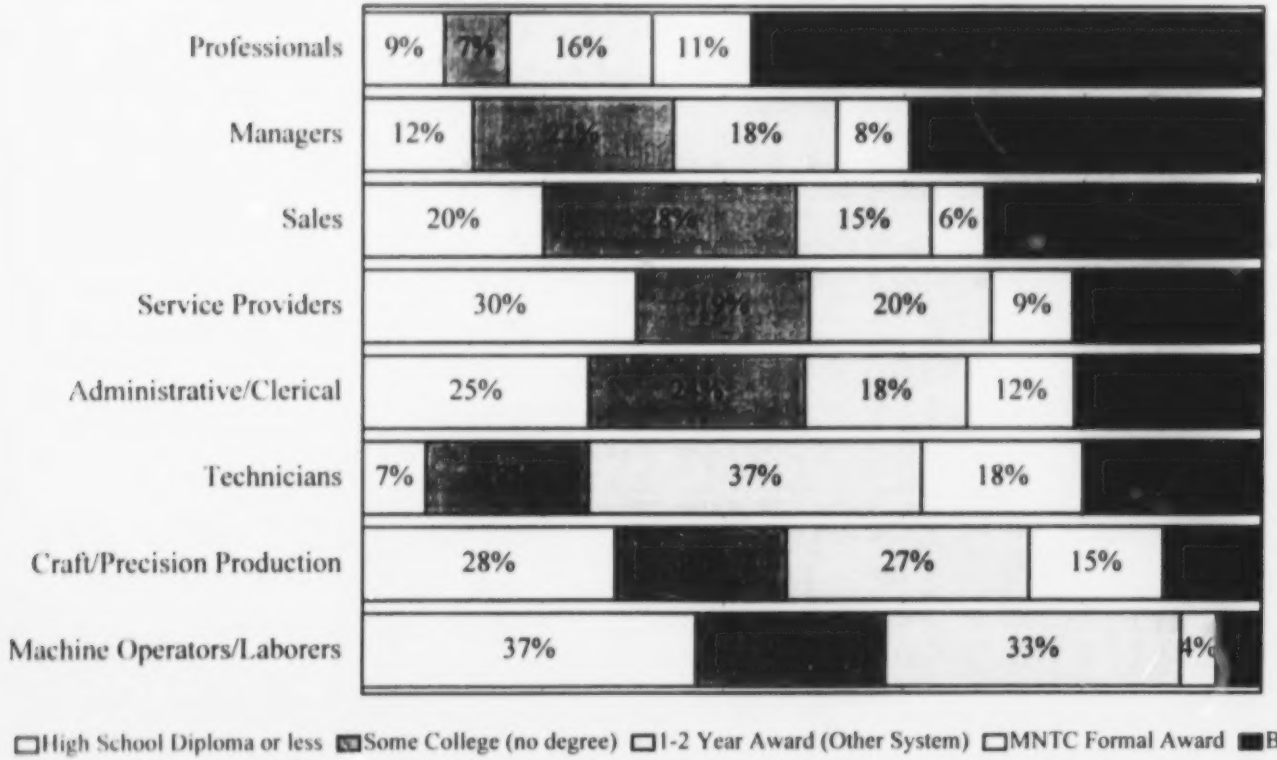


*Source: Minnesota Private College Council; State-wide averages are for residents age 24-64

**Independent students are students age 24 or older or students who are deemed financially self-sufficient; Credit-Based students are those students who are enrolled in technical college classes other than Customized Training and are attempting to earn college credit

While educational attainment is relatively high for all Customized Training students, attainment varies significantly by participant occupation. Regardless of occupation, however, one factor remains constant: Customized Training participants are much more likely to have earned a one- or two-year formal award from a system other than the Minnesota technical colleges. The findings below also reinforce the complementary relationship between technical training and all other forms of post-secondary education.

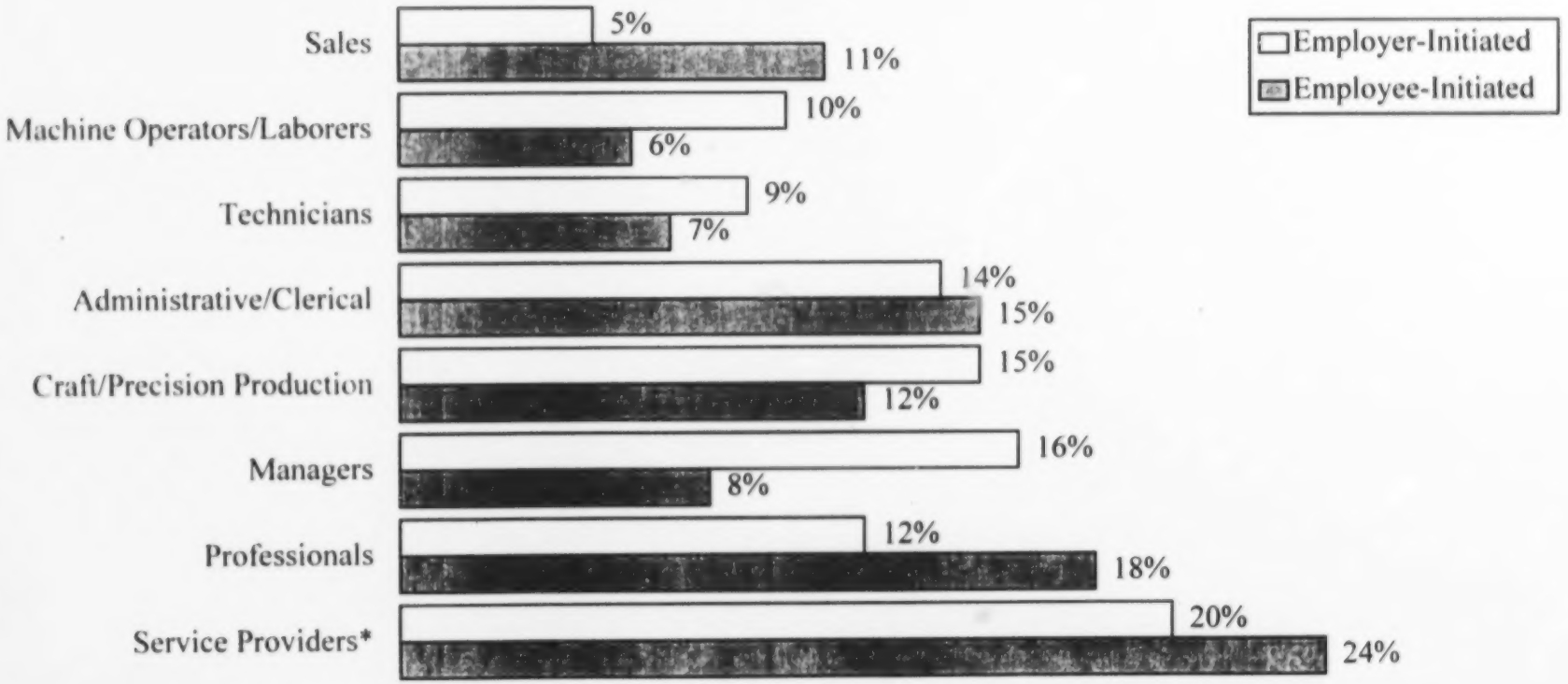
Educational Attainment by Current Occupation



Employment Characteristics

Ninety-four percent of all Customized Training participants are currently employed, with a median of seven years of experience with their current employer. Customized Training courses serve a variety of occupational groups, with Employer-Initiated courses having a much larger share of managers, and Employee-Initiated courses enrolling more sales and professional participants.

Comparison of Current Occupation Distributions



*Service providers include employees in health, personal, family, and public safety services

Employer Sponsored Training

Naturally, Customized Training participants commonly receive training that matches their occupational area. What is particularly noteworthy, however, is the high proportion of "soft" skill courses being taken, including communication skills and managerial/supervisor training. Overall, five percent of all training participants received basic literacy or numeracy training.

	Most Common Subject	*Second Most Common Subject*	*Third Most Common Subject*
Sales	Marketing/Sales Skills (26%)	Computer Related (22%)	Safety Training (15%)
Machine Operators/Laborers	Safety Training (45%)	Communications Skills (28%)	Production/Manufacturing (25%)
Technicians	Safety Training (55%)	Production/Manufacturing (36%)	Computer Related (36%)
Administrative/Clerical	Computer Related (45%)	Communications Skills (25%)	Safety Training (23%)
Craft/Precision Production	Safety Training (50%)	Production/Manufacturing (24%)	Computer Related (21%)
Managers	Managerial/Supervisory (42%)	Communications Skills (38%)	TQM (36%)
Professionals	Safety Training (46%)	Scientific/Technical (30%)	Communications Skills (28%)
Service Providers	Safety Training (51%)	Communications Skills (24%)	Managerial/Supervisory (14%)

Conclusion

Compared with technical college students seeking formal awards, Customized Training participants are older, have more formal education and have more labor force experience. Characteristics of Employer-Initiated and Employee-Initiated participants, on the other hand, have similar objectives, but vary by gender and financial support: Employee-Initiated courses have a greater proportion of women and are dominated by sales and professional workers; Employer-Initiated courses have a greater proportion of managers, and are more likely to be fully or partially financed by employers.

While Customized Training is a highly unique form of tailored work-based education, the goals of students enrolled in Employee-Initiated Customized Training and credit awarding courses are merging. Originally, Employee-Initiated Customized Training courses were designed for Minnesotans looking to "upgrade" their labor market skills, compared to the credit-awarding technical college classroom, which existed to serve "new entrants" to the labor force. This differentiation, as reported in the recently released report *A Profile of Minnesota's Technical College Students* is fading: Over 30 percent of the independent students (who represent half of the total "for-credit" population) consider themselves to be "upgraders," and as the state population continues to mature, we can expect these numbers to rise further.

The depth and breadth of experiences of Customized Training participants, as outlined both in this Profile and in the companion report released in 1994, highlights the need for technical college instructors and coordinators to understand the dynamics of the Minnesota labor force and to utilize the most effective training techniques available to ensure that labor market needs are translated into appropriate programs and course offerings.

With more than one-in five students over the age of 50, Customized Training clearly demonstrates that Minnesota's non-traditional education market is not only alive and well, but that it has yet to reach its full stride. In contrast with a historical demand that filled college classrooms with traditional-aged degree-seeking students supported primarily by their families, Customized Training participants come to college in partnership with their employer seeking to develop new capabilities within an established career.

The complexity of this market is reflected by the wide scope of industries and occupations served, and by the diversity of training resources participants and employers draw on to help meet the demands of their own customers. For Minnesota, Customized Training constitutes one of the most importance mechanisms that the state has for retaining and developing a long-term competitive advantage in an increasingly internationalized economy. For post-secondary institutions, it is a market that no single provider will ever own, but all would do well to serve.

Sample

The Customized Training survey was based on a randomly drawn sample of participants enrolled in Customized Training during the 1992-93 academic year. Six Minnesota technical colleges participated, representing twelve campuses: Alexandria, Anoka-Hennepin, Duluth, Hennepin, Riverland and Southwestern. After adjusting for ineligible individuals, the study achieved an 58 percent adjusted response rate.

Total original Sample	2309
Ineligible-- No Customized Training participation	(532)
Eligible Sample (after subtracting ineligibles)	1777
Completed Responses	1032
Adjusted Response rate	58%

MINNESOTA TECHNICAL COLLEGE:
STUDENT TRAINING SURVEY

Marking Instructions

Pencil or pen can be used to complete this survey. Clearly indicate any changes you make.
Please circle the number next to your answer or fill in the appropriate blanks.
Do not skip any questions unless directed to do so.

PERSONAL INFORMATION

1. **What is your gender?**

   1. Male 2. Female

2. **What is your age?** ___

3. **What education levels have you attained?** (if you have more than one type of college degree, circle all that apply)

   1. Less than high school diploma
   2. High school diploma/GED
   3. Some college (no degree or formal award)
   4. MN Technical College degree/diploma/ certificate
   5. 1- or 2-year degree/award from another system
   6. Bachelor's degree
   7. Master's/Professional or Ph. D.

4. **Are you currently employed?**

   Yes ___ go to question 4a
   No ___ go to question 5

4a. **Are you eligible for tuition reimbursement under your current employer?**

   1. Yes 2. No

TECHNICAL COLLEGE TRAINING

5. **During the 1992-93 academic year (Fall 1992 through Summer 1993), how many different technical college courses did you take and how were those courses funded?**

   Funding Sources (circle all that apply)

   Government (Grants and Scholarships)
   Employer
   Family
   Self (including loans)

		Number of courses
a.	Custom Training Courses (employer sponsored training not open to the public)..... ☐	1 2 3 4
b.	Hour-Based (extension) Courses (not for college credit open to the public).. ☐	1 2 3 4
c.	Credit-Based Courses (for college credit open to the public)..... ☐	1 2 3 4

If you received custom- or hour-based training, answer questions 6 through 7a

6. **If you received *custom training*, did the course(s) meet their stated objective(s)?**

   1. Yes 2. No

6a. **If you received *custom training*, did the course(s) provide you with the training you needed at the time?**

   1. Yes 2. No

7. **If you received *hour-based* courses, did the course(s) meet their stated objective(s)?**

   1. Yes 2. No

7a. **If you received *hour-based* training, did the course(s) provide you with the training you needed at the time?**

   1. Yes 2. No

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OTHER TRAINING

8. **In addition to technical college, how many other college courses did you take during the 1992-93 academic year and how were those courses funded?**

Funding Sources (circle all that apply)

Government (Grants and Scholarships)
Employer
Family
Self (including loans)

		Number of courses	
a.	Minnesota Community College.....	☐	1 2 3 4
b.	Minnesota State University.....	☐	1 2 3 4
c.	University of Minnesota.....	☐	1 2 3 4
d.	Private College or University.....	☐	1 2 3 4
e.	Other (specify) _____.....	☐	1 2 3 4

9. **What forms of employer sponsored training did you receive from Fall 1992 to Summer 1993?** (circle all that apply)

1. Employer provided formal (classroom, training room or laboratory) training
2. Self-paced/self-directed on-the-job training
3. Off-site conference, seminar or short course
4. Did not receive employer sponsored training

If you did not receive employer sponsored or on-the-job-training, go to question 15

10. **When did you begin working for the employer that provided/funded your 1992-93 academic year training?**

19 __

11. **During the 1992-93 academic year, how many hours per week did you work for that employer?**

__ hours per week

12. **Do you currently work for that same employer?**

1. Yes 2. No

13. **Which of the following kinds of training did you receive during the 1992-93 academic year (Fall 1992 through Summer 1993)?** (circle all that apply)

a. Basic Skills (Reading/Writing/Math)
b. Computer Related Training
c. Communication skills
d. Safety Training
e. Clerical/Office Skills (other than computer)
f. Marketing/Sales Skills
g. Managerial/Supervisory Training
h. Production/Manufacturing Related Skills
i. Scientific/Technical/Laboratory Training
j. Total Quality Management (TQM) Training
k. ISO-9000 training
l. Other Occupation Specific Training

(specify) _____

14. **Which if any of the following statement(s) describe why you received company training during the 1992-93 academic year?** (circle all that apply)

1. New employee or in a new position
2. Company introduced a new product or service
3. Company acquired a new plant or new equipment
4. Company introduced new work procedures or processes
5. Improvement of existing work procedures or processes (TQM)
6. To fulfill government (regulatory) requirements
7. To fulfill customer specified/supplier certification requirements
8. Other (specify) _____

OCCUPATIONAL INFORMATION

15. **Use the list of occupation categories on pages 4 and 5 and write the occupation number in the space below that best describes the work you performed from Fall 1992 to Summer 1993.**

Occupation number: _____

In the space below, print your actual job title.

Actual job title: _____

16. **How many years have you worked in the occupation identified above?**

___ Years

NEW OR PLANNED OCCUPATION

17. **Have you changed your occupation since Summer 1993 or do you plan to change your occupation during the next three years?**

1. Yes 2. No

18. **If you aswered "Yes," use the list of occupation categories on pages 4 and 5 and write the occupation number in the space below that best describes your new or planned occupation.**

Occupation number: _____

In the space below, print the title you would use to describe your planned occupation.

Planned job title: _____

FUTURE TRAINING

19. **During the remainder for 1994 and 1995, what sources of training will you use to upgrade your job skills or to enter a new occupation?** (circle sources you are most likely to receive)

1. College or university program leading to a Degree, Diploma, or Certificate
2. One or more college courses not leading to a formal award
3. Employer provided formal training
4. Conference, seminar, or short course
5. Other (specify)

_____

19b. **If you are seeking a formal award, what type of degree, diploma, certificate or license will you be seeking?**

_____

20. **If you have taken or plan to take college courses during 1994 or in 1995, which type of institution(s) will you attend?** (circle all that apply)

	Circle if planning to attend	Check if seeking an award
1. Minnesota Technical College		☐
2. Minnesota Comunity College		☐
3. Minnesota State University		☐
4. University of Minnesota		☐
5. Private College or University		☐
6. Other (specify) _____		☐

LISTING OF OCCUPATIONAL CATEGORIES

(to be used to answer question 15)

It is not possible to list all occupations or to classify occupations as all people might expect. To find a job title which will come closest to your occupation, use the following procedure:

1. Review each of the shaded headings and locate the most appropriate major category.
2. For the heading you selected, review the underlined headings and choose the appropriate sub-category.
3. Review the job titles for the sub-categories you selected and choose the title which comes closest to your occupation.
4. Refer back to the survey to record your occupation number in the appropriate question (question 15).
5. If you are unable to find an appropriate job title, try reviewing one or more of the other underlined or shaded categories.

MANUFACTURING, CRAFT AND CONSTRUCTION

MECHANICS AND REPAIRERS

1 Appliance Repairers
2 Auto Body Repairers
3 Auto Mechanics and Apprentices
4 Heating/Air Conditioning/Ventilation Repairers
5 Heavy Equipment/Diesel Repairers and Mechanics
6 Industrial Machinery Equipment Repairers and Mechanics
7 Mechanic and Repairer Supervisors
8 Telephone Installers and Repairers
9 Other Electrical and Electronic Equipment Repairers
10 Other Mobile Equipment Mechanics and Repairers
11 Other Mechanics and Repairers, Not Shown Above

CRAFT AND CONSTRUCTION

12 Butchers, Bakers, and Food Batchmakers
13 Cabinet Makers and Other Precision Woodworkers
14 Carpenters and Apprentices
15 Construction Supervisors
16 Dressmakers, Tailors and Other Leather, Apparel and Fabric Workers
17 Electricians and Apprentices
18 Extractive Occupations
19 Machinists
20 Painters
21 Plant, Building and System Operators and Engineers
22 Plumbers, Pipefitters, Steamfitters and Apprentices
23 Production Supervisors
24 Sheet Metal Workers
25 Stationary Engineers
26 Tool and Die/Mold Makers
27 Other Construction Trades, Not Shown Above
28 Other Craft Occupations, Not Shown Above

MACHINE OPERATORS, FABRICATORS AND HAND WORKING

29 Assemblers
30 Metal and Plastic Processing Machine Operators
31 Printing Press Operators and Binding Occupations
32 Production Inspectors, Testers, Samplers and Sorters
33 Textile, Apparel and Furnishings Machine Operators
34 Welders, Cutters, Solderers and Brazers
35 Woodworking Machine Operators
36 Other Hand Working Occupations, Not Shown Above
37 Other Machine Operators, Not Shown Above

TECHNICIANS AND TECHNOLOGISTS

HEALTH

38 Dental Hygienists
39 Medical/Clinical Laboratory Technologist or Technician
40 Medical Emergency Technician/Paramedic
41 Practical Nurses
42 Radiologic Technicians
43 Surgical Technicians
44 Other Health Technologist or Technician, Not Shown Above

ENGINEERING AND SCIENCE

45 Biological and Chemical Technicians
46 Computer Technicians
47 Drafting and Design Technicians
48 Electrical and Electronic Technicians
49 Industrial, Mechanical and Other Engineering Technicians
50 Surveying and Mapping Technicians
51 Other Science Technicians, Not Shown Above

OTHER TECHNICIANS

52 Agricultural Technician
53 Air Traffic Controller
54 Auto Technician
55 Broadcast Equipment Operator/Audio Technician
56 Computer Programmer
57 Commercial/Graphic Artists, Designers, and Photographers
58 Heating/Air Conditioning/Ventilation Technician
59 Legal Assistant
60 Numeric Control Tool Programmer
61 Pilot or Navigator
62 Other Technicians, Not Shown Above

SERVICE

HEALTH, PROFESSIONAL, AND FAMILY SERVICE

63 Barbers, Hairdressers, and Cosmetologists
64 Child Care Workers and Nannies
65 Dental Assistants
66 Interpreter
67 Nursing Aides/Assistant, Orderlies and Attendants
68 Physical/Occupational Therapy Assistant
69 Teachers Aide/Education Assistants
70 Transportation and Recreation Attendants
71 Welfare and Other Social Service Aides
72 Other Health Service Occupation, Not Shown Above
73 Other Family or Personal Service Occupations, Not Shown Above

SERVICE (CONTINUED)

FOOD AND OTHER SERVICE

74 Bartenders
75 Cooks
76 Food Counter and Other Kitchen Workers
77 Food Preparation Other Than Cooks
78 Garage/Service Station Attendant
79 Maids and Janitors/Custodians
80 Protective Service--Police, Fire, and Guards
81 Waiter and Waitress Assistants
82 Waiters and Waitresses
83 Other Service Occupation, Not Shown Above

SALES

84 Cashier
85 Business Service or Financial Sales Representative
86 Inside Sales Representative
87 Insurance Sales Representative/Broker
88 Manufacturing, Wholesale or Mining Sales Representative
89 Personal Service Sales Worker
90 Real Estate Sales Representative/Broker
91 Retail Sales Worker
92 Sales Supervisor
93 Store Owner or Proprietor
94 Travel Agent
95 Other Sales Occupation, Not Shown Above

BUSINESS, OFFICE AND ADMINISTRATIVE

ACCOUNTING, CLERK AND CLERICAL

96 Administrative/Clerical Supervisor or Office Manager
97 Bank Teller
98 Bookkeeper, Accounting, Payroll or Billing Clerk
99 Desktop Publisher/Word Processor Secretary
100 General Office Clerk
101 Hotel Clerk, Ticket or Reservation Agent
102 Information Clerk
103 Interpreter
104 Legal Secretary
105 Medical Secretary
106 Purchaser, Stock or Inventory Clerk
107 Receptionist
108 Secretary, Stenographer or Typist
109 Traffic, Shipping or Receiving Clerk
110 Other Accounting, Clerk or Clerical Occupation, Not Shown Above

OFFICE EQUIPMENT AND OTHER ADMINISTRATIVE

111 Adjusters and Investigators
112 Communication Equipment Operator
113 Computer Equipment Operator
114 Copy or Other Office Machine Operator
115 Data Entry Operator
116 Dispatchers and Production Coordinators
117 Interviewer
118 Mail and Message Distributing Occupations
119 Other Office or Administrative Support Occupation, Not Shown Above

BUSINESS, OFFICE AND ADMINISTRATIVE (CONTINUED)

MANAGEMENT RELATED AND EXECUTIVE

120 Accountants, Auditors, Loan and Other Financial Officers
121 Business and Promotion Agents
122 Chief Executives and Public Administrators
123 Education Administrators
124 Financial Managers
125 Inspectors and Compliance Officers
126 Management Analysts and Consultants
127 Marketing, Advertising, PR and Accounting Managers
128 Medical and Health Care Managers
129 Personnel and Labor Relations Managers
130 Personnel, Training, and Labor Relations Specialist
131 Purchasing Agents and Buyers
132 Purchasing Managers
133 Real Estate and Property Managers
134 Other Management Related Occupation, Not Shown Above
135 Other Senior Manager, Not Shown Above

PROFESSIONAL

136 Architects and Engineers
137 Counselors: K-12 and College
138 Health Care: Doctors and Dentists
139 Health Care: Nurses, Pharmacists, Therapists
140 Lawyers and Judges
141 Mathematicians, Systems Analyst and Computer Scientists
142 Natural, Life and Physical Scientists
143 Social Scientists, Planners
144 Social, Recreation and Religious Workers
145 Teachers and Librarians: K-12 and College
146 Writer, Artists, Entertainers and Athletes
147 Other Professional, Not shown Above

FARMING, FORESTRY AND FISHING

148 Animal Product/Dairy Managers
149 Farm Operators and Managers
150 Forestry, Logging, Fishers, Hunters and Trappers
151 Horticultural Occupations
152 Other Agricultural and Related Occupations

TRANSPORTATION, MATERIAL MOVING AND LABORERS

153 Construction Laborers
154 Freight and Stock Handlers and Baggers
155 Garage and Service Station Related Occupations
156 Hand Packers and Packages
157 Material Moving Equipment Operators: Cranes, Dozers
158 Motor Vehicle Operators: Trucks, Vans, Buses, and Cars
159 Water and Rail Transportation Occupations
160 Air Transportation Occupations
161 Other Laborers, Not Shown Above